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EDITORIAL.

INSPECTOR GOGGIN's statement, made at a late meeting of the Board of Education, in which he showed by statistics that the school accommodations in Chicago were less adequate to meet the demands than in any other city or country where European civilization exists, was true in one respect. Where else are there only two-thirds the number of seats sufficient to contain the children that plead, and cry, and clamor for the privilege of schooling? The City of Mexico, or any town in the Russian Empire, is better prepared to house and seat its school children than we are, in enterprising, progressive, arrogant Chicago. Our system is truly admirable, but it does not go far enough; it goes only far enough to instruct two-thirds of its charge. It is defective in this, that it pretends to educate the children of our tax-paying citizens, but leaves one-third of those children to howl through the streets. If the city did not engage to educate the children, private enterprise would step in and undertake the task. If the praying temperance women would expend a little of their breath to implore successfully the Common Council to give us more school-houses, they would save the Chicago of the future from thousands of thieves, drunkards, and vagabonds. All beneficent efforts should look to the future. Drunkards and drunkard-makers, as a class, are beyond redemption. A fig for the old repro-bates! but, for heaven's sake, let us save the children.

We have trodden on the Chicago *Advance's* toes of total depravity, by saying that there is no such thing as a bad child; and the *Advance* in retaliation makes fun of us in a grim and pious manner. Now we do not claim that our belief that all children are born good is absolutely true; but we do hold that our belief is nearer the truth than the doctrine in whose interest the *Advance* is published, which postulates that all children are born totally bad, or, at best, prone to evil. We believe that children are born with a desire to be and to do good; that it is not until they feel the influence of their mis-taught elders that they fall from grace. The child is the only conscientious member of the human family. Of such is the

kingdom of heaven, and of such only. The chief attribute of the child is faith. The salvation of the child, as of the Christian, is wrought out, or rather, conserved, by faith; so the child, notwithstanding his little imaginative falsehoods and outbursts of temper, is perfectly good until he begins to lose confidence in those of his elders with whom he has to deal; until he discovers the frauds practiced on him, or for him, by his parents, his teacher, or his preacher.

Beyond the age of childhood there is no Christianity. We have known children to suffer punishment rather than lie when urged to speak falsely by vicious or foolish parents. There is no doubt that certain congenital and ante-natal influences affect the character of children. Of such influences we know little; the study of them is not in our grade; but it is safe to say that for one child that goes to ruin from inborn badness, a thousand are destroyed on account of improper training and associations. The bad children of respectable parents may be an enigma to the clergyman-editor of the *Advance*; but if the parents of such children will talk to any Principal of a school in this city for five minutes, the latter will be able to tell the cause of the child's misconduct, though he may not be always able to give the true remedy. This knowledge the school-master gets, not from divination, prophesy, or astrology, but from his experience. Give us a little more faith in the possibilities of childhood; let us spend more money in keeping them good, and less in supporting institutions to prove from "authority" that they are children of Satan and heirs of perdition; let us do this, and much of the pure and original cussedness of children will disappear; and while the teacher is busier than ever, the clergyman will find less employment, since there will be fewer sinners to reclaim.

IN answer to our request that a few copies of the January number of THE TEACHER might be returned to us, we received the following note: "This paper is returned to the editor of THE TEACHER at his request, by a German teacher; but we do not expect the benefit of that editor's prayers."

And why not expect his prayers? The German teachers certainly have as hard a time of it as those engaged in teaching the English branches, and are in as much need of the prayers of all the faithful. The above-mentioned German teacher has our thanks herewith, and shall have her full dividend of our prayers.

What can be done for those unfortunate pupils, alas, too common, whose heads hold only one lesson; who recite very fairly while the lesson is fresh, forget everything about the lesson till the final review, pass a tolerable examination, and then forget everything? Is there a remedy? Answer, men and women of wisdom,

MR. PICKARD, at the March meeting of the Principals' Association, urged the power of *devotion* to her work as one of the most exalted influences that can be wielded by the teacher in the moral education of her pupils. The truth of this is so apparent as to be almost axiomatic. The practical application of it is, however, attended with great difficulty. A too great sensitiveness to the responsibilities of her position, and too elaborate and exhaustive preparation on the one hand, and an affected cheerfulness approaching the frivolous on the other, are the Scylla and Charybdis between which she has to steer.

On the whole the remarks on this point were of the nature of "an hard saying." A devotion begotten of a determination to spend one's life in the harness, and inspired by no other ambition than that of meeting, overcoming and molding the successive generations that pass through the ordinary teacher's hands, is an almost angelic devotion. There is not much to inspire or sustain it in the pecuniary remuneration, the social status, or the future prospects of the teacher thus devoted. What is to become of her when old age steals upon her, when years of dusty, wearing toil have exhausted her physical energies, and the dim eye and unsteady step notify her that she may no more wield her exalted prerogatives?

It is true that the reward of the faithful and competent teacher is very great. There is much happiness in witnessing the mental development and unmistakable progress of our pupils. The success in life that they achieve after leaving us, and the honors that they win, are gladly shared with, and sometimes attributed to us. But withal there is much poetry in all this. And this is a world of reality. Poetry will neither feed nor clothe us, nor take care of us in sickness, misfortune, or old age. Before our young lady teachers can be expected to close their eyes to outside attractions and follow their present occupation as a life business, we must provide some means of securing them against what, when the whole case is considered, we must regard as probable physical want.

THE fact that we manage schools without the use of the rod, in Chicago, is no reason why teachers elsewhere should be discouraged if they fail in the same experiment. We have peculiar advantages in this city in the circumstance that there are so many children applying for seats that cannot be accommodated. This lack of accommodations makes the fear of losing his seat an ever-present terror to the child. Our pupils dread suspension as much as the law-breaking Irishman, once upon a time, feared the sentence of transportation to Botany Bay.

THE graded schools of the United States have developed a new type of humanity—the ignorant grade teacher. In ungraded schools, the teacher is left to his own resources, and must have an idea or two in his head or he will be defeated. In order to accomplish the amount of work which he must do, or pretend to do, he must think a little and plan a little before his day's labor begins. But, in the graded school, no thinking appears to be necessary, and, indeed, it often seems that the less one thinks and reads out of school, the better *grade teacher* he becomes, as far as apparent results are concerned. With the Graded Course of Instruction in hand, with firm determination not to have a thought outside that sacred volume, the grade teacher has only to shut his eyes and bang away like a striker in a blacksmith shop—no, not like that, for the striker looks behind him at every blow, lest his heavy sledge

hammer strike somebody; whereas, the grade teacher looks neither to the right nor to the left, neither behind him nor before him, but hammers away for dear life, shaping the little masses of metal on his educational anvil—for what? For life? no; for the annual examination! Preparing classes for examination is a purely mechanical operation. There is nothing mental in it, as far as the teacher's work is concerned. It is all pegging; peg, peg, pegging, till all the pegs are driven. It is not education, it is drill. Did we educate children, we should have only 100 to pass into the High School next June; but by drill we shall have 500, and all the ingenuity of Superintendent Pickard in framing questions cannot keep them out.

To raise a child from the Tenth Grade to the High School requires, in arithmetic, in addition to what is found in the adopted text-books, at least 16,000 test examples to be given by the teacher; in geography seven years' of text-book drudgery is required, and added thereto are all the railroads, canals, and stage lines in the United States; in grammar a thorough knowledge of the English language is required at the same time that children are laughed at for being parsing machines; for history they are to swallow a basket of chips, called by way of euphemism, "Anderson's History of the United States;" if children were to be examined in spelling from nothing but Webster's Unabridged Dictionary, 3,000 engravings, 1,840 pages, price \$12, they would be happy; in geometry, granulated, they have to be up to the mark; seven books of drawing, and twelve copy-books written through, must they present as cards of admission to the sacred portals; in their nightingale throats they have to carry Whittemore and Blackman's vocal music, compared with which Wagner's music of the future is but the sound of a penny whistle; then they are to be charged with a code of impossible morals and decidedly improbable manners; the oral course we cannot afford to print till we secure another folio of advertising; then from Frang's Chromos they must be decorated with all the flowering plants, and fed for months, nay years, beforehand, upon all the esculent roots; but this is not enough—they must be drawn to the goal of their ambition by nine families of animals: the swimmers lead the van, then come the waders with stately tread, then the hollow-horned cud-chewers, next the weasels, anon the cats from all quarters of the globe, followed by the scratchers, who are closely pursued by the squirrels, while the solid-horned cud-chewers bring up the rear.

Our readers need not suppose that the insects, and ophidians, and batrachians, and mollusks, and saurians, and radiates, and articulates, and dogs, and plantigrades, and pachyderms, and all the rest of the critters and varmints, are omitted from our Common School curriculum. By no means; they are judiciously sprinkled over the course.

All this is learned by the children, and taught by the teachers according to the principles of cat's-tail strategy. It is a mechanical operation from beginning to end; it is as mechanical as the driving of a nail or the boring of an auger-hole. We do not object to this state of things. Oh, no; it's beautiful. But since children are expected to learn so much, would it not be well to see to it, that those who teach them have at their command the spirit rather than the carcasses of the sciences which they teach. It is a remarkable fact that some of the best result-producers in this system are almost illiterate. And why? Because the whole thing, from stem to stern, is a machine—a car of Juggernaut, crushing its most zealous devotees. What is the remedy? Come back to first principles; throw out the oral—horns, hoofs, tail, and hide. Any educational system that attempts too much, degenerates into a pro-

cess of cramming. Give the teachers a chance to breathe, and the children a chance to grow. Form societies of teachers for the cultivation of literature, science, and art. Encourage those who distinguish themselves outside of the tread-mill work of the school-room. The person engaged in teaching school, who never reads, or writes, or investigates, or sings, or plays, or transacts business outside his school-room, would be too highly honored in being called a shoemaker or a blacksmith. He is not a fit teacher, though his class may kick the beam in examination at 99 per cent.

With figures we may measure the body of teaching, but not the soul. Down with the ignorant grade teacher. The ignorant grade teacher is inflexible, immovable, stupid, blind. He can follow the grade-book; he can prepare classes for examination; but his dullness, his want of consideration, his lack of insight into the character of children, his reckless bull-headedness, or his retrogressive muleishness, does more harm to the children in his charge than would come to them if left to ignorance and nature all the days of their life.

THE conundrums presented to a Principal by an inefficient assistant are more startling than the riddles of Oriental princesses given to the suitors for their hands. "What would you do with a boy that is thoroughly lazy?" "What would you do with a boy that lies?" "What would you do with a girl that whispers?" "What would you do with a child that can't sit still?" "What would you do with a child that will not study his lessons?" We might spin out these unanswerable interrogatories *ad infinitum*. We advise a Principal so pestered, to reply by asking: "What would you do with a teacher that can't see a hole through a ladder?" "What would you do with a teacher that knows no more of teaching than he does of watch-making?" In short, what would you do?—and if you wouldn't do it, what *would* you do?

THE exhortation to teach the truth, which is uttered by every writer upon the theory and practice of teaching, cannot be too often repeated. Every day children are taught to distrust humanity, and to become specimens of incarnate selfishness, and impotent, sneering misanthropists, by being taught as truth what is not truth but its opposite. It were better that a teacher, by the help of "midnight oil," considered every question that she meant to propound during the day and sought out its answer, than that she should publish her incompetency and dishonestly a week or a month later when her pupils will have learned better. It is unfortunate when a teacher is unable to answer a pupil's question; but it is not always discreditable. It is dishonest to ask a question of whose answer the teacher is ignorant, when by "due diligence" she might acquire familiarity with it; but it is an outrage to accept as true a false answer, and thereby mislead a whole class or division. Who shall say how many of the good-for-nothings that try teachers souls are thus produced?

ONE of the worst vices which we have to correct in school children is their tendency to copy the work of better scholars and palm it off as their own. It is not peculiar to any age or grade. It is the greatest obstacle in the way of good scholarship. Its origin is physical rather than moral. It results from the fact that children see too well and teachers not well enough. It requires for its suppression constant watching on the part of the teacher.

WE have noticed that all bad children have foolish mothers. As far as our observation has gone, the character of the father does not signify in producing a given line of conduct in the child; indeed, the children of a bad father, if the mother be well-principled and skillful, are more likely to be well-behaved than those of parents both of whom are quite exemplary. The fate of the foolish father seems a perpetual warning to his children. But there is no power on earth, or in heaven, to save a child, if he has a foolish mother. If the mothers of the "hard cases" in our schools be called in, they will prove to be, not vicious, but silly; and such "cases," strange to say, nearly always have honest, hard-working fathers. There are different kinds of motherly foolishness; but we are prepared to mention only two kinds thereof. The ignorant foolishness of a mother leads her to shield her boy in wrong doing; to lie for him, and teach him to lie. It is not uncommon for a boy, even a bad boy, to be more upright than his mother. We have known children to refuse to state falsely that their absence from school was caused by sickness, when charged by their mothers to give sickness as the excuse. But the worst form of foolishness is that of half educated mothers, especially if their theorizing takes the form of spiritualism or phrenology. A certain mother makes charts of her son's head at different stages of its growth. At first she denied that the youth was ill-behaved; but when proof positive of his misconduct was presented, she excused him, by showing her chart, indicating that all his bad propensities are now in a state of active eruption, and that his moral nature has not yet commenced to grow.

DR. CLARKE's book, "Sex in Education," is an interesting volume, and should be read by lady teachers who have lost sympathy with the conditions of their girlhood, or with the situation of sisters physically weaker; but there is nothing in it enjoined that would not have been thought of and attended to by any sensible teacher, supposing the book were never written. There is nothing in it especially to interfere with our present system of co-education of the sexes.

In assigning tasks to girls we should consider their peculiar physiology. Girls, at critical periods of their life, hurt themselves by studying. These are the propositions of the work in which teachers have most interest. They are true, but not sufficient to warrant our turning our female pupils out of school. Indeed, their very truth is a call to us to give girls a better education, that they may be competent to take care of themselves and their progeny. It is not studying, but ignorance, that has injured girls in the past. Where a hard lesson, at an unfortunate time, has injured one girl, we venture to say that putting on ill-dried clothing has killed a hundred. Thoughtful men, who study the human system, become nervous over its extreme delicacy and sensitiveness, and they cry out against the abuse of its organs; but is it not strange that this outcry always takes an educational turn? As if teaching children to read and write were of greatest danger to their health and physical welfare; whereas, all the mischief proceeds from practices which intelligence tends to prevent, and the greatest danger is in the fact of ignorance.

THE Supreme Court of the State of Michigan decides that people can be taxed for the support of High Schools. Glory to Michigan! If High Schools cannot be maintained, what will become of our Common Schools? Without the High School, our Public Schools would be ragged schools, charter schools, like the "Charitable Grinders" schools of England.

How to cultivate the imagination. A teacher of vivid imagination will awaken and strengthen the imagination of his pupils; but such teachers are so rare that their influence may be left out of account entirely. Text-books written in a spirited style would also greatly aid the imagination of the student; but the duller and prosier the work, the surer is it to be adopted by the collective wisdom of the School Board. Hence we know no better way of feeding the imagination of children than by encouraging them to read works of fiction. This way of giving enjoyment and profit to children has been discouraged by the Church; so, legitimate works of fiction have been kept out of children's hands, and the dish-water tales of Sabbath-school libraries given them instead. These books are meant to convey some moral lesson—the pill of morality being coated with the sugar of fiction in such manner as to spoil the mixture for a sweet and spoil it for a purgative. We believe in the Novel. The average novel is truer than the average history, and infinitely more instructive. The novel takes the reader out of himself, puts him in sympathy with different characters, places him in distant times and countries, gives him a view of an ever-changing panorama of scenery and incident; in short, it arouses his imagination if it be dormant, and fans it into a flame from the tiniest original spark. The reading of novels is not a waste of time, even though a few grammar lessons be neglected and a few history recitations made failures thereby. Novel-reading children are always bright, and the amount of miscellaneous information which they pick up incidentally is truly wonderful. We do not advise that children be put through a course of "Dick Turpin," "Jack Shepherd," and "Claude Duval;" but we do hold that if a youth keeps on with his studies, and so cultivates a taste for better reading, he had better to read even such vile works than not to have read novels at all.

In this country we have a number of periodicals which we can recommend to children to read. The *New York Ledger* period has a well-defined existence, and its use is to form a bridge between the state of mind in which the person is too indifferent to read a book through, and the state in which he is bent on reading the higher productions of literature. No one can step from "Jack, the Giant-Killer" and "Hop o' my Thumb" to Dickens and Thackeray. To a youth of thirteen, Dickens is unintelligible, so we must tolerate the indifferent novel for the use of the earlier stages of mental and literary progress.

All this being so, what hypocrisy it is in us to sneer at the Novel, and discourage our pupils from its legitimate use. They will read novels; if not ones of our choice, of their own. If it were an evil, it would be wiser in us to regulate than attempt to suppress it; but it is not an evil, but a positive benefit and necessity—an assistance to mental growth; and every graded course of instruction should have, in addition to a list of books of reference, a catalogue of graded novels suited to the several stages of growth in the child's literary appreciation and taste.

In the success of a teacher there are 100 parts: The four cardinal virtues—4 parts; the three theological virtues—3 parts; the seven gifts of the Holy Ghost—7 parts; the twelve fruits of the Holy Ghost—12 parts; "the seven corresponding virtues"—7 parts; the milk of human kindness—19 parts; taste in dress—13 parts; methodical habits—11 parts; proper tone of voice—14 parts; common sense—9 parts; and erudition—1 part.

THE afternoon session of school is shortened to two hours in this city. This is the wisest act of the present Board of Education. The hours, 9 to 12 and 2 to 4, are long enough for the children, and the intermission of two hours for dinner allows the teachers to do their regular school work at mid-day instead of remaining after school has closed in the afternoon, as many of them would do formerly. Examination papers can be marked in the upper grades, and slates can be corrected and pencils sharpened in the lower, during this long intermission. Chicago is a little late in this improvement, but the adage, "better late than never," will apply to our case. This change would have been made last November were it not for the officious action of some principal teachers, who thought they knew more about the proper time of opening and closing school than did the Board of Education. Some of those impudent schoolmasters presumed to take a vote of parents and pupils on the question, whether school were better to open in the afternoon at 1:30 or at 2. At the outset the feeling was in favor of the short intermission, but the President of the Board of Education believed that the long intermission was more advisable, and in the event his wisdom is vindicated, and the impertinence of intermeddling schoolmasters properly rebuked.

THE Superintendent intimates that the next examination of candidates for admission to the High School will occupy more than one day. This will be an improvement on the old method; but we venture to suggest another improvement. It is that the examination take place not at the High School building, but at the several schools; and that it be conducted under the eye of teachers from the High School, detailed for that purpose. This will save all the excitement and flurry of transporting children from all sections of the city to a building not large enough to contain the candidates. It will add 25 per cent. to their scholarship, to wit: 5 per cent. for one hour's sleep longer on the morning of the day of examination, 5 per cent. for being allowed to wear their every-day clothes, 5 per cent. for being at home, and not cats in a strange garret, 5 per cent. for having their ordinary dinner instead of the snacks of the ice-cream saloon, 5 per cent. for peace of mind and ease of body. We could add a much larger percentage to the above argument, but we fancy the figures given are sufficient to prove our point. The children should be examined in reading by the Superintendent and his Assistant. This examination might extend over two or three days, and be perfectly exhaustive and just.

It has been a question to us which is preferable, the political liberty guaranteed by the Constitution of the United States, or the personal freedom given to the citizen by the unwritten constitution and customs of Great Britain. In England the private life of a public man is inviolate. In this country the foolish aspirant, when the madness of office-seeking strikes him, says to his wife: "Mary, my dear, if you ever did anything to be ashamed of before our marriage, do let me know the worst, for I—I—am going to run for alderman." Everything is so at the mercy of officials here that every candidate is scrutinized mercilessly, and since finding flaws in the character of political aspirants has been found to take with the rabble, it is the custom of opponents of candidates to find nothing else. One would think that this surveillance, and espionage and exposure of the affairs of private life when a man dares to step into public matters (and often when he has no ambition for public

office), would tend to make men better, more strictly moral, more just in their dealings with men; but this is not the case. This unscrupulous invading of the sanctity of private life divides the people into two classes, professional hypocrites, and avowed blackguards. Men are not perfectly good, nor totally bad. But men under the public eye, with the knowledge that their most private acts will be made public by a satanic press, and talked over by a scandal-fed populace, must choose the role of saint or sinner according to the character of their mental constitutions and their constituencies. Now it is quite as unhealthy to play the part of saint as that of sinner; but, in this nation of scandal-mongers, there is no middle course for a public man to pursue. He has no chance to be the erring but self-correcting human being that he might be in a country where the sacredness of private life is respected.

As an illustration of this we may cite the last municipal election in this city. The people by this vicious system of personal abuse and irrelevant criticism, were divided into two classes: the professedly moral men, and the advocates of personal independence. To use the strongest terms, the opposing parties were the "grannies" and the "bummers." But the "grannies" were not so bigoted and imbecile as they were represented by their opponents, and the "bummers," who won the election, turn out to be a hard-working, well-meaning set of men. The officers elected are efficient and diligent, and we predict that they will vacate their places with clean hands. The fault is in our system of espionage and personal abuse. One man, to be on the moral side, must affect a degree of goodness impossible at this side of heaven, and another, for the sake of opposition, classes himself with the sinners with whom he does not belong. We hope to see the day when there will be less personality in politics; when a man will be judged by his public acts, and not by the course of conduct pursued by his second cousin Sarah. Then the social and political atmosphere will be purer by many a degree.

TEACHERS in grammar grades wear themselves out trying to do impossibilities. They feel it incumbent on them to promote all children that happen into their charge. They cannot do it, and they should not try. At least three children in a hundred are either sluggards or dunces, whom it is impossible to make scholars of. With our system of severe examination tests, such children cannot pass muster as they could in institutions in which the test of scholarship is merely going "through the book." What can we do with them? Nothing! Our graded system ignores their existence. In this respect our system is imperfect. Each Central School should have one ungraded room, conducted on the plan of the country, or parochial school. In this way all objections to our present system would be met. Over-grown illiterates, dunces, sluggards, and incorrigibles would thus be provided for. There is a class, between the children of common industry and intelligence, and the mute, blind, and idiotic, for which our system of public instruction makes no provision.

TEACHERS before giving a command should consider whether it is reasonable or physically possible. A teacher should have better sense than to order a boy to take off his books because he makes a noise with them; and should not place herself in so awkward a position as to ask a child to write on his slate each one of nine words twenty-five times—225 words—whereas his slate is not large enough to hold more than forty.

SUPERINTENDENT PICKARD spoke upon the subject of Moral Education, in its reflex influence upon the teacher, at the last meeting of the Principals' Association. The subject had so far been viewed in its effect upon the pupil; he wished to speak with reference to its effect upon the teacher. No effort made by the teacher in this direction, with the intention of effecting good to the pupil, but must result in good to the teacher. Therefore it was a matter of great importance to the teacher, for, while engaged in the discharge of the highest duty of her vocation, the inner life of the teacher was being strengthened and improved. As the stream could be no better than the fountain, so the example of the teacher could be no better than her inner life.

First, He would speak of *system* as a Moral Force in the school room. Right is direct, straight, even, orderly; wrong is crooked, sinuous, tortuous, disorderly. Let the teacher be orderly and systematic in all she does, let there be an air of neatness in every thing she does. Let her table be kept neat and orderly, the bell and the book, the inkstand and pen-rack, in their proper places. These acts, trifling of themselves, will tend to a like orderly and systematic habit among the pupils. Let the programme be neatly arranged, clear and legible, and so drawn as to allow the teacher to accomplish the most work in the easiest manner. A programme may be so injudiciously laid out as to obstruct rather than facilitate work. Let pupils be encouraged in their care of paper and books. Aim to secure neatness in the appearance of examination papers. Every neat and orderly paper a pupil produces tends to lift that pupil to a higher plane of moral sentiment; and in the exercise of this care the teacher will be benefited and improved. Her power over that pupil will be augmented. The respect which he will have for her will be increased. Neatness, order, system, in whatever direction exercised, will carry with it moral force.

Second: Sincerity is a powerful agent for right. Sincere may have two meanings. As wax is used both to fasten and to conceal, to hide or deceive. Let the teacher's life in the presence of pupils be frank, transparent, free from deception. Upon the sudden or unexpected entrance of the Principal or a stranger, never let work be hastily laid aside as if it might be of a suspicious character or of doubtful propriety. The sudden closing of a desk or shutting of a drawer on any such occasion gives the appearance of an attempt to hide or conceal. It is not sincere. In dealing with pupils let the language of the teacher be clear, definite, unequivocal, and abide faithfully by all promises. Let the scholars see an unquestionably upright, honorable character, that theirs may be fashioned after the same likeness.

Third: Devotion to work. Let everything conduce to the interests of your calling. Keep in mind the demands that will be made upon you, and avoid everything that may unfit you for the work before you. Attending pleasure parties, dances, sociables, etc., at a late hour will make too heavy a draft upon your vital forces to permit you to do fair, honorable duty on the following day. Devotion to work will lead you to keep your system in good repair, so that every spare hour will bring a true recreation and rest, and thus enable you to store up strength for the time when demands may be made upon you for its exercise.

THE Assistant Superintendent, whose opportunity to observe is unsurpassed, gives it as his opinion that there is too much *testing* of knowledge done, and not enough *instruction* given, in the lower grades.

TEACHING reading without rules, calls for peculiar tact in the teacher. That this tact is not often found where it ought to be, is a fact that is lamentable. The reading in our Chicago schools is simply abominable. We have yet to learn what pressure to bring on teachers to teach them to teach children to read. From not having rules for reading, the teachers have got into the habit of reading for their pupils, and causing them to learn reading by mechanical imitation. This is all well enough where the teacher is able to read—which unfortunately is not often the case. The best teacher of reading in the lower grades takes the same measures to instruct her pupils in reading that the teacher in the higher grades adopts. She first endeavors to make children understand what they are reading, and then, by judicious questioning, calls forth the proper expression of that understanding. Superintendent Pickard instructs teachers not to find fault with a child for giving emphasis to a word which the teacher judges to be unemphatic; because, he says, the sentence so emphasized may express the child's understanding of it; but what are we to do with children and teachers who give no emphasis, no expression, to their reading? We answer: Question the pupil-reader as to the subject matter of the discourse. Take the sentence, "This is a little girl." If the child does not give prominence to the idea *little girl*, let him be asked, "What is this?" And, if he still answers indifferently, let the word "*What?*" be hurled at him sharply; and probably, earnestness, and possibly, anger, will compel him to reply with the proper emphasis on *little girl*. "She is a good little girl." If *good* is not emphasized, let the question, "What kind?" call out the proper emphasis. "Her name is Jane." If *Jane* is not made noticeable, let the teacher show her solicitude as to whether the girl is known as Catherine, or Ann Eliza, and the little pupil will soon set her right by giving the proper emphasis to the word *Jane*. "She has a white cat in her lap." If *white cat* is not properly emphasized, let the teacher suppose Jane's pet to be a black dog, and the pupil, in either amusement or impatience, will set her right again by putting the emphasis where it belongs. Emphasis depends more on the context than on the structure of the sentence as it would stand alone.

It may appear, to teachers outside the city, puerile to make suggestions like the above ones; but such hints are quite necessary in Chicago—where so many teachers not only allow, but *teach* their pupils to read in a drawling, monotonous, expressionless manner, like a hand-organ capable of emitting but a single tone.

CHILDREN'S deficiency in imaginations is shown in their inability to understand expressions that are the least figurative. This problem was given: "What will it cost a man owning 50 feet of ground to raise his street six feet, at 25 cents per cubic yard for filling?" An unimaginative child immediately asks: "How can a street be raised?" Words, to such children, convey only one meaning, the literal one—they are cold and formal, and barren of suggestion. Again, after illustrating the relation between longitude and time, to the extent of telling Mark Twain's story of the man with the Elgin watch that would perversely lag behind ship time, we are encouraged by the question: "What made the hands of that watch go so much slower on the ocean?" To that child the expression, "run slow," meant slow running, and the changing longitude of the ship was lost sight of entirely. In various ways a teacher who keeps his eyes open will discover that the greatest deficiency in children is their want of imagination.

WRITING on slate should be taught to a child the day he enters school; but the suggestion of some of our school inspectors that children be required to write words as fast as they learn to read them from book, blackboard, or chart, is totally impracticable. Such inspectors do much to dishearten honest, hard-working teachers, by describing the results accomplished by other teachers after months of diligent effort, and stating that these results are attained in the lowest class of the lowest grade. Writing should commence with letters, not with words; whereas reading should commence with words, not with letters. Commencing with *c*, the child may be taught to write, in addition to *c*, *a* and *t*; then let the letters be combined in the word *cat*. Then an additional easy letter may be taught, *n*, for instance, and the child made to write another word, *can*; and so on, making the words written contain at first the more easily formed letters, and afterwards the more difficult. Generally speaking, the degree of ease in formation of the script letters is as follows, supposing the slates to be ruled for three spaces, and the rulings to be two spaces apart, *e. g.*—

The order of ease in making the letters is: 1, Letters between lines occupying one space; 2, Letters filling a space and the space above; 3, Letters filling a space and the space below; 4, Letters extending above and below the base line. The exceptionally difficult letters are *k*, whose loop should extend above the space; *s*, whose point should penetrate into the space above; and *r*, whose point should go into the space above, and whose shoulder should be very, very tapering and narrow; indeed, the copy *r* should have rather the suggestion of a shoulder than the shoulder itself. Though the little pupil may read at the outset faster than he writes, this is no proof that he may not write as well and as much as he reads by the time he approaches the completion of his grade. The elements of writing are muscular power and dexterity in the fingers, and correct observation and imitation of form, all of which are gained by practice, not in arithmetical but in geometrical ratio. So the child who writes slowly and laboriously at first, at the end of his grade writes as easily as he reads. In slate writing, the teacher should be satisfied with nothing less than absolute perfection, except in the case of puny children, or nervous, or half-witted ones, whose weakness or unsteadiness of hand or brain must be considered in judging their performances. It is our experience that perfection in small hand is reached in the Ninth Grade; in capitals, in the Eighth Grade. Sixty-three writing-masters, the best in the United States, will not turn out such slate work in an extemporaneous exercise as will be presented by a well-taught Eighth Grade division of sixty-three pupils. In the Seventh Grade children lose their good slate writing on account of their conceit, the increasing pressure of other studies, and the disposition of children to be reckless at this stage of educational progress. In the Sixth Grade the new world of copy-book writing is reached. Perfection in imitation writing is attained at the completion of the First Grade. In the High School it is lost again, to be regained after years of practice, in the shape of a settled, individual hand to endure till affected by old age or palsy; and so ends the romance of writing.

WE usually attribute the dullness of children to a want of development in the reasoning powers. We have made reasoning the little king of the faculties. It is God-given reason, glorious reason, reason, reason, nothing but reason. Now, if reason is king, imagination is queen; and we hold imagination to be the superior faculty, greater than the king—in short, the power behind the throne. Reason is mechanical; imagination is original and fertile; reason moves on iron rails like a locomotive; imagination flits here and there and everywhere like a bird; reason goes on crutches, leaving the marks of its hobbling in the dirt; imagination travels like the soul of the telegraph wire or the light from a star. Reason is to imagination what an automaton is to a living man. How can we better judge of the comparative merits of the two faculties than by noticing the sciences which are the exponents each of each. Reason has its logic; imagination has fiction, painting, and sculpture. And not these alone; in the discovery of any truth of science, reason is as one part, experiment one part, and three parts is the ratio of imagination.

If this be so, and we think it is so, are we not committing a grievous sin of omission by leaving this faculty of the faculties dormant and neglected in the children under our control? Neglecting it? Not satisfied with that, we actually stamp out every bud of imagination we see in our pupils. We take it that reason is not enough in the child to make him capable of becoming a scholar. To this end imagination is a more competent faculty. The study of history properly pursued is an exercise of the imagination; geography belongs to the imagination; the less memory has to do with these studies the more interesting and profitable they will be. Reading belongs to the imagination. The highest form of reading—dramatic reading—calls for an imagination powerful enough to transform the reader into the character which he assumes. Even arithmetic, which would seem to call for reasoning alone, demands for its proper study in school a rich, fertile, active imagination. Given a certain "case" and its "rule" and examples under that rule, and there is no call for an imaginative mind. The child says: Examples in Case II. are done in such a manner; this is an example in Case II.; therefore it is to be done after the same fashion. This is reasoning, or logic, and very dry, mechanical, unprofitable business it is; but give him a new problem, clothed in strange verbiage, involving unusual conditions and new combinations, and if the child have not imagination to see himself in his new situation, to put himself in sympathy with the actors in the problem—for every problem is a little fiction—the poor child is at sea without compass or chart, though he may have the reasoning of a philosopher and the concentrativeness of an owl. If a child is told to plaster a room, he must see the room in imagination or his job of plastering will be a miserable botch. If told to paint a house, he must see the house in his mind's eye. If ordered to measure a pile of wood, he should mentally look up and along the pile. If discounting a note, his work will not be reliable unless he feels himself the customer or the banker's clerk. If surveying land, he should see, as in a picture, the sections and the eighties. Diagrams and sensible objects of illustration are necessary to weak minds—the product of generations of unimaginative ones; but they are beggarly substitutes for that potent magician, the imagination itself.

The Jesuits spent their strength in teaching grammar, in order to make their pupils mousing quibblers, sharp polemical wranglers. What good has come out of their hair-splitting arguments? Little was produced because the producing faculty of the mind—imagination—was almost entirely neglected.

It is true that highly imaginative children are apt to be bodily, and, occasionally, mentally, indolent. This consideration gives a clue to the explanation of the case of the great wits who were dunces in youth. They were not dunces, but dreamers, with imagination so active as to carry them away from their plodding school-day tasks. Such minds we would endeavor to pin down to practical lessons; but where there is one such there are a hundred who are stupid for want of the imagination that would make them bright.

THE educational sins are seven, to wit: 1, Placing faulty copies on the blackboard for children to follow; 2, Allowing expressionless reading to pass uncorrected; 3, Overlooking the first act of disobedience in a child; 4, Neglecting the art of computation in the lower grades; 5, Allowing children to be slow in giving answers in tables; 6, Detaining children after school hours; 7, Failing to close a recitation when the time of closing it arrives. These educational sins are all mortal, that is, they kill the soul of instruction and deserve condemnation.

THE city of St. Paul, Minn., is in violent agitation over an offence against morality of a schoolmaster, which was never committed. One morning, recently, while waiting in our office for tardy pupils, we glanced over the *Times*, and saw therein a dispatch from St. Paul charging S. S. Taylor of that city with the most outrageous offences against morality. We laid down the paper, half in amusement, half in anger, with the mental comment: What will the *Times* be after raking up next? We have just received the St. Paul papers with full particulars. It appears that Prof. Taylor was charged with improper intimacy with one of his lady teachers. The evidence of one child was to the effect that the lady in question was seen on his lap in his office or school-room. Another child saw him once holding the young lady's hand. Both statements Prof. Taylor and the young lady, who was once a pupil of Prof. Taylor's, strenuously deny. After a thorough investigation, the sapient Board of Education of the city of St. Paul acquitted Prof. Taylor of the charge of immorality, but dismissed him from his school on the ground that he was partial in his dealings with his lady teachers, which must mean, if it means anything, that he held one of them on his lap and didn't hold the others. Mercy on us if we must like all our assistants equally well, and pity on us if we may not dislike some of them slightly! A man who is not a trifle partial to his former pupils is a heartless old curmudgeon, and, by his cold-bloodedness, disqualified for the work of teaching. Nearly every corps of teachers has in it a female Judas. Such are, generally, persons who have lost the hope or desire of pleasing the opposite sex; and if a schoolmaster could not live his young pedagogue-hood over again with young assistants, and especially with his former pupils,—if he could not have a few teachers in whom he has implicit confidence and who have full confidence in him,—school-teaching would be indeed a dreary walk of life.

Upon the announcement of Mr. Taylor's dismissal, St. Paul, to put it mildly, boiled over. The boys threatened to stone the members of the School Board and their officer, the City Superintendent, who preferred the charges against Prof. Taylor; parents, assistant teachers and children signed petitions craving that the said Superintendent resign his office; in short, the Superintendent and the members of the School Board voting for the dismissal of Prof. Taylor are given, what we should call in Ireland, "a broad hint" to get out.

The only fault we have to find with Prof. Taylor and the young lady is, that he was ungallant enough, and she undutiful enough, to deny the soft impeachment of the hand-holding, at least. There is no relation at once so warm and so pure as that of teacher and pupil; and when the pupil becomes an assistant to her former master, the mutual confidence and affection are increased. The child of his brain is as much to a man as the child of his body, and the worst fault in old school-masters is, that they do not reciprocate the affection of those who have looked up, and do still look up to them as half father, half master. The only vice is in the minds of the prurient prudes. The chastest race is the one in which the greatest amount of open familiarity is practiced between the sexes. All the vice is in the festered hearts of suspicious hypocrites. This hypocrisy is abhorrent to human nature, and when it finds expression in overt acts, as in the late performance of the St. Paul School Board, it is, in a country so enlightened as this is, burned in effigy and hissed off the stage. At the present writing Prof. Taylor is reinstated in his school. The evidence against him was of a character to make a stone wall split its sides with laughter. One child saw him holding the young lady's hand, and another knew the young lady had been sitting on his lap, because she was standing up beside him when the little spy entered the room. To teachers we need not enlarge upon the evidence of children. Suffice it to say that this is the shallowest, flimsiest, meanest, vilest piece of persecution that was ever practiced on a decent man. The men who dismissed Prof. Taylor are knaves or fools. We hope they are the latter.

THE Chicago Board of Education have acted manfully in preventing the appropriation for schools from being reduced. They believe that if schools are not, prisons must be, built.

WITH the long intermission which we now have between the sessions, it would seem that slates should be marked and other work which teachers can do alone, performed at this time. It does not look well, to say the least, to have a roomful of children sitting idle while the teacher is occupied in work that can be done just as well out of session hours.

PRINCIPALS of schools are not able to instruct their assistants so much from their own superior ability as from the fact that they can make comparisons between the work of different teachers, and observe the superior quality of work in certain departments.

WE spoke last month of the success of Superintendent Dow, of Peoria, in teaching reading with Leigh's phonic type. We have received from the publishers, Messrs. Wilson, Hinkle & Co., Cincinnati, copies of McGuffey's First and Second Readers, the same that are used in the schools of Peoria. This type is a marvel of ingenuity and simplicity. The sounds of the letters are indicated by a slight peculiarity of form, not enough to destroy the identity of the letter, yet sufficient to accomplish the desired purpose. McGuffey's Readers are too well known and too widely used to require any "notice" at our hands. The character of their selections, the good practical rules, and the easy grading, have given these readers a national fame.

CONTRIBUTIONS.

SUMNER.

Cold, companionless, alone,
Stood he in his pride apart,
Love uncrowned, for whom a throne
Waited in each loyal heart.

To the Right severely true,
In his conscious virtue strong,
But one policy he knew,—
Knew no compromise with Wrong.

Fraud at his Ithuriel touch
Stood revealed with hideous face,—
From its victims loosed its clutch,
Slinking back to its own place.

All unmoved by love or fear,
Though to win or lose a throne,
Cold he stood forth, without peer,
Proudly in the right alone.

—George Howland.

ADDRESS OF PRESIDENT PICKARD

BEFORE THE

ILLINOIS STATE TEACHERS' ASSOCIATION.

Those who are afraid of the cost may be dismissed with the single remark, that, for the results secured, public administration is far more economical than private. Those who would object to the education of their poorer neighbors' children at their expense, will find their objection removed as they calculate the balance between the expense of such an education as makes them competent and willing to take care of themselves, and the expense of maintaining them as paupers, or punishing and reforming them as criminals.

But the main question is yet before us. How far is it within the province of the State to educate at public expense the children? The shortest answer is: To an extent commensurate with the demands the State makes upon her citizens for service. This needs illustration, or, rather, amplification. And I would confine myself to the State of Illinois. The State of Illinois must meet her citizens in the several relations they sustain; (1) to material interests; (2) to social interests; (3) to civil interests. (1) Relation of the citizen to the soil and its products; their transfer, manufacture, and sale. Agriculture, mining, manufactures, and commerce. By the last census these interest represent

In Agriculture	\$1,315,700,216
In Manufactures	458,689,650
In Mining	15,000,000
In Transportation	332,291,313

Total valuation \$2,121,681,179

Employing 742,015 persons. If we allow for each person thus directly employed, one other indirectly employed, we have more than sixty per cent. of the whole population of the State concerned in the furtherance of her material interests. Each person thus employed has, on an average, the care of over \$3,000 worth of property. The State has the right to demand the largest degree of productiveness. To this end it is essential that facilities for the study of Chemistry, of Zoology, of Botany, and of Meteorology be extended to the agriculturist; so that the soil may be dealt with according to its nature, and

under the press of surrounding circumstances, as to climate, etc.; that the flocks and herds may be the most productive in kind and in service; and that the relative value of crops, the demand each makes upon the soil and the consequent necessity for rotation of the same may be understood; and that all noxious elements, whether of animal, or vegetable, or mineral character may be removed. The manufacturer needs instruction through the whole realm of physics and drawing. The economic value of raw material, the ability to utilize every part of the same, the adaptation of machinery to the end sought, the application of power with the least possible loss of the same, the union of industries helpful of each other—these all involve a knowledge of mechanics, of chemistry, of the productions of other countries, of the social condition of nations who may need our productions in exchange for their own. All the latter involve a knowledge of geography, which, together with Astronomy, Mechanics, Civil Engineering, etc., are essential to those engaged in transportation of cereals, stock, manufactures, and mineral ores. What have we thus far presented as necessities? Mathematics, pure and applied; Mechanics, Physics, Chemistry, all allied natural sciences, Zoology, Botany, Geography, and, without question from any one, the ability to read and write; and what is so apparent as almost to have escaped my thought, a knowledge of the means essential to the preservation of good health—Physiology and Hygiene.

Man in his social interests, his wants that cannot be met by merely material employments. Agriculture, manufactures, and commerce cannot answer all the demands of man. We are mutually dependent beings. Language, written or spoken, is the most important channel of communication. Its cultivation is, therefore, a prime necessity. All that favors an intelligent use of an intelligible language, concerns us as social beings. Our social relations are productive of good or of evil just as our thoughts find full or restricted utterance, and in proportion to the value of thoughts uttered. Our thoughts are in nature like the food that nourishes them. A love for good reading is dependent upon the ability to comprehend the best. This ability comes only in the line of generous culture.

Personal and professional services are needed. The hand is not the whole man. The physical organization sometimes gets out of tune, and the physician with his knowledge of anatomy, physiology, botany, and chemistry is in demand. Conflicts between neighbors, as to their respective rights, may honestly arise. The lawyer, with his knowledge of common law and of history, is called. The State, which forbids all sectarian instruction very wisely, and which fosters alike religious teaching of whatever character, must permit the study of ancient and modern languages. The spiritual nature of man is co-extensive with the globe, and it finds proper aliment in the history of the race from the first day of its creation. The spiritual life is so interwoven with all other life as to demand of those who care for its culture the most extensive study and research. Man, in his essential nature, is best studied in his history; hence, those who undertake to mold man, whether in the school-room or in the sacred desk, need to understand the history of civilization, and to be able to trace through all tongues, the course of such elemental forces as have been felt in producing the results witnessed to-day, not because the average child, or the average adult even, can be taught what is treasured there, but because the teacher needs the influence of such knowledge for the increase of his own power.

In the present state of society, the Press is of greater influence than school, or pulpit, or rostrum. Men like to find

their food selected and well prepared for them. In this age of intense activity, the average man finds not time for thoughtful reading of books. He flies to the newspaper, the magazine, and takes what the journalist has furnished him, too often, perhaps, with implicit trust. The journalist is, then, to be the embodiment of wisdom, and no line of study is foreign to his work.

But the social life is best conserved within the precincts of home. That State does best for itself, which puts into the homes of its people the leaven of intelligence. The more general and the more generous the culture of the members of the household, the better the people. The Republic to-day stands in greater danger than many think through the weakening of home influences, the slackening of home restraints, and the substitution therefor of clubs, associations, societies, circles, and the like. By the attractions of the club-room many are lured into forgetfulness of the fireside. While great themes are being discussed by associations, the duty of the parent is forgotten, and for the good done to some suffering heathen, the return comes in the growth of heathenism at our own doors. With proper social enjoyments I am most heartily in sympathy; but I cannot feel that we are in safety when home is the least attractive spot on earth. Nothing is so certain to make home attractive, as the intelligence and virtue of its inmates. Every home is of equal value. Most are homes of simple means. To the State such must look for the opportunities for culture. Into these homes the State will come and call for men, women too, who shall serve her in public stations. Their service will correspond with their character. The State has a responsibility in the molding of that character. No agency more potent than that of the printed page exists. Public libraries must be fostered. But of what value are these without the ability to read? I do not mean the ability to call words at sight, but the ability to comprehend the thought clothed in words; the ability to digest and to assimilate good thoughts; to separate the wheat from the chaff. Illiteracy is a curse—it may be a crime—but the love of a frothy literature, of low and degrading sentiments, is a far greater curse—it is more surely a crime. The mere ability to read is not of itself desirable, unless with it be coupled a hunger for useful information possible only to such as have opened to them other books than the Reader. Those who argue loudly for the limitation of the Free School to the merest rudiments of an education forget that they are thus putting into the hands of children tools, the practical value of which the large majority will never learn, since under such restriction nothing but the name of the tools is ever acquired. Reading and writing are *means*, not an *end*. The State is unwise if it provides not for the use of the means in the furtherance of its great end—its growth and progress.

The third interest alluded to may be dismissed with the simple remark: It is the average constituency of the country that is to save us from ruin—a constituency that can criticize justly and intelligently the acts of their representatives; that can change places with their representatives whenever circumstances demand it; a constituency competent to rule, but not feverishly eager for rule; too intelligent to seek office, but intelligent enough to fill an office which has sought them. Such a constituency the State must provide for itself, through a system of free schools as extensive in capacity as the demands made by the State would imply.

The second topic, *The means best adapted to secure the end sought within the determined limits*, has of necessity been interwoven with the discussion of the first, but nothing has been

said which favors anything further than the spreading of the table and the invitation to the feast. Shall we *compel them* to come in? I do not propose to answer this inquiry, but to state briefly certain thoughts that have floated in my mind as I have read the very able handling of the subject by our worthy Superintendent, Dr. Bateman, and the confession of faith made by Hon. B. G. Northrop after his recent conversion. As one willing to argue with their conclusions, and ready to be convinced as to the value of their premises, I would use the only means at command—means not usually wanting to a Yankee—and ask a few questions.

What is meant by "compulsory attendance?" Dr. Bateman styles it "a defense of the educational rights of children." Mr. Northrop defines it as the "legal prevention of illiteracy." "It is not proposed," says the former, "to drag children to school, *vi et armis*, as some seem to imagine." "The proposed legal incentives to attendance, unfortunately called compulsion," etc. "Persuasion rather than penalties should be the main reliance," says Mr. Northrop. "But kindness and argument prove more effective when it is understood the sanctions of the law might be employed." Is it then a rope of sand to be thrown about unwilling children? Is it a bugbear designed to frighten ignorant parents into sending their children to school?

Attendance upon school must be enforced, if need be, say the advocates of a compulsory system. But what kind of a school shall be attended? Not necessarily the Free School, which is under State control. If the State accepts the presence of a child within the walls of a building called a school, what security has it for the recognition of the rights of the child—for the prevention of illiteracy? It may not step within the precincts of the school to which the child may be driven, and direct in any manner whatever the course of study to be pursued. Under such a system, what assurance has the State that the child is taught anything? What guarantee that principles utterly subversive of the principles underlying our form of government are not instilled into the mind of the child? If the negligent parent determines, for the required time each year, to establish a small private school in his own house, himself the teacher, how can the provisions of law reach him? Compel attendance how much soever; are you sure that the curse of illiteracy is removed? No law, however skillfully framed, can compel a child to *think*. It is only the *willing* pupil that learns. Is it true "that all secular humane governments depend, in the last resort, upon bayonets and bomb-shells?" And have we reached this last resort in our educational work? Must the necessity for the use of force in all human matters be made the "bed-rock" in our course of study? I do not thus read the lessons of the Geneva award—of the recent Spanish protocol. Is it not the pride of our school system that it inculcates most thoroughly *voluntary*, not *enforced*, submission to authority? Is it not the glory of our Republic that it opens a wide field of possibilities before its citizens, and that the roads to this field all lead through the school house? Must the Columbia we are expected to love be represented as a cruel task-master, plying the whip upon the backs of recalcitrant parents who are striving to hold back their little ones from incarceration in an uninviting building called a school? Shall we not rather represent her as a beautiful maid standing upon the heights back of the school house, which she has just finished and adorned, holding out to faithful aspirants rewards of victory?

But admitting the propriety of compulsion, are we ready to meet the requirements of such a law? Are our school accom-

modations at all adequate to the necessities of the case, if all due at school should be gathered in? Are our facilities for instruction, either in extent or character, such as are best fitted to the end sought? Shall we not first need a law for compulsory preparation, before we enact a law for compulsory attendance. If such a law already exists, and its provisions are not complied with, need we burden the statute book with another law, which we are not prepared, and, of course, not expected to enforce.

Mr. Northrop frankly admits that "there have been no penalties, no prosecutions, no opposition, even," under the compulsory law of Connecticut, though he thinks that the schools have been better attended through the moral influence of the law. Why do we hear complaints like the following from good old Massachusetts, where a compulsory law has prevailed, according to Mr. Northrop, from a date contemporaneous with that of Connecticut, or 1650—more than 200 years?

"It is the weakest and least defensible part of our school system."—*Hon. Joseph White*.

"Like a great many other statutes on the books, it is paralytic, effete, dead."—*Gen. H. K. Oliver*.

But to come nearer home. Michigan has tried the compulsory system for two years. How are we to account for the fact that out of thirty-six reports by County Superintendents, only one is able to report some (though very few) fruits of the law, while six report it as "a dead letter," or unenforced except as a "personal matter," while all others are *silent* upon the question? New Hampshire and Vermont both bear willing testimony to the fact that the rate of increase in school attendance has rather diminished than enlarged under the operations of their compulsory laws.

Another question that rises here is, Are the rights of children to be educated any more pressing than their rights to be fed, properly clothed, trained to habits of industry, protected from the brute force of violent parents, or from the neglect of unnatural fathers and mothers? Has the mere learning to read and write anything more to do with the common weal than the things specified above? Where shall we stop in our compulsory course if we must begin?

But the most perplexing question of all is, Why are we in such great danger from foreign influences in this direction, since from Germany, Saxony, Switzerland, Norway, Sweden, Denmark, Italy, and Austria, which have compulsory laws of more or less age, and from Holland, which has an indirect compulsory system, and from Scotland, England, Ireland and Wales, which favor universal education, and in some instances have compulsory laws, come almost all those whose influence is so greatly to be dreaded? According to the census of 1870, Germany furnishes us with 30 per cent. of our foreign-born population (nearly 40 per cent for Illinois). Has Germany, where, under the compulsory system, it is "next to impossible to find a person who cannot read and write," exported to this country all her illiterates? Is there a mistake in German claims to superior education in the census report of 1870? or in the inferences drawn by those earnest advocates of a compulsory system, as to the great benefits to be derived from such legislation? Is it not a little strange that we should be urged to adopt systems so universal in the Old World, and as a reason for their adoption be told that we are in great danger from the influx of those who have been trained under these systems? Is not the argument based upon the great increase of the number of foreign-born illiterates—a reflection either upon the value of their school systems, or upon the intelligence of American people!

I can not answer these questions, I fear, to the satisfaction of myself or of any one else, hence conclude with one other that we may all in our sphere and in our measure answer if we will: Shall we rest contented until we have made our schools, public, private, secular, sectarian, so good, so attractive, so well adapted to the needs of the American citizen, whether he labor in promotion of our material, our social, or our civil interests, that they shall appear to be the prime necessity for all—the only avenue to honorable distinction?

NATURAL SCIENCE.

THE TEACHER for January found me concluding the examination of a set of papers written by "my first class in natural history." I was gratified in the perusal of the article by O. S. Westcott, of the Chicago High School. The narration of the very creditable examination passed by his class, and the "points" brought out in the communication have incited me to stick a pin just here for the further encouragement of whomsoever it may concern.

Text-book, or no text-book, has as many arguments *pro* and *con* as Free-trade or Tariff; and, perhaps, there is no settling the question for all teachers unless through the method adopted by Robert the Deville (*vide* DeQuincy) in his contest with his schoolmaster, to determine the correct orthography in cases where they differed: *i. e.* a round at fisticuffs. At present I am not in training. I will, with Sir Thomas Browne, "hazard a wide conclusion," and assert that if a class use no text-book, the instructor must guard against the fault of the hen of famous memory that went from grain to gravel, and from dirt to drivel, with astonishing celerity. Advice of this kind is, of course, not tendered, even by implication, to Mr. W., whose showing in the article referred to is his sufficient defense in advance; but the statement is made upon the inference that all teachers should follow his example in not using a text-book. I merely wish to say that there is such a thing in the world as a tendency to *scatter*, like an old shot-gun, at too long range, and a consequent net result of a total waste of ammunition and Christian patience.

I am disposed to put myself sufficiently on the defensive "to rise to explain" that no charge of a tendency toward a descending series, similar to that of the aforesaid hen, must be brought against me as even an inferential reason why I did not use a text-book. Of course there must not. My class used a text-book, but it was not looked upon as either the Urim or the Thummim of all the light or truth of the phenomena of natural history. Excursions in thought, always pertinent to the topic under discussion, were frequently made by the teacher and always encouraged by him on the part of the pupil; and in no instance was the *language* of the book demanded, but, on the contrary, its use was at all times discouraged. I tried to secure all the *points* the author had to offer, and to add to these as I was able. The text-book was for the benefit of the pupil—to serve for him as a sort of back-bone, so to speak, to the organized science of natural history. If a man very much opposed to a text-book will put his days and nights to the task, he may possibly discover that a very little of the text-book can be employed, and still a very great benefit secured by the use of that little. One would not, perhaps, be without wings, nor would one be an Icarus. At the expense of being prolix, I will say, you will best secure the end you aim at by pursuing a middle course.

I urge the use, on the part of the pupil, of a note-book, in

which he can set down memoranda of the facts brought to his notice, for the first time, in the class-room, and that statements made by the teacher be incorporated into the examination. I urge also that a syllabus of the lesson of the day be put upon the slate; every scholar, in this manner, disposing of either the whole or a part of the lesson, as the instructor may elect. The text-book which I used contained no tabulated classification of the various classes, orders, etc., but every scholar was required to place, upon call, such a classification upon the slate.

The class was composed of twenty-five pupils; their average age was fifteen years and eight months; the time for the examination was about four hours; the questions were not all rated at the same value. I may be allowed to digress sufficiently to allude to an article entitled "Examination Questions," by *Nemo*, by stating that I do not see how any examiner can do justice to both pupil and subject, except upon this plan of relative values. The papers were rigidly marked, the result being as follows:

Number passed	18.
" conditioned.....	7.
" marking 90—100.....	6.
" " 80—90.....	5.
" " 75—80.....	7.
Average per cent. obtained by number promoted, 84.2.	
" " of class " " 72.0.	

1. What are the four sub-kingdoms, and why are they so called?
2. Give the various terms used in classification and their meanings.
3. Show the resemblance between the arm and hand of man, and the wing of the bat.
4. What is meant by "typical" and "aberrant?" Give an example of each.
5. What are the amphibious animals? Give an example.
6. Describe the stomach of a ruminant.
7. How is musk obtained; and what do you say of the chemistry or its secretion?
8. Describe the skin of the whale: state two functions of the blubber.
9. Show why the whale is able to stay as long as it does beneath the surface of the water.
10. Classify the birds.
11. Speak of the breast-bone with reference to the *turtle* and the *snake-tribe*.
12. In what two principal things are reptiles like birds?
13. Show how Amphibia breathe.
14. Describe the tongue of a toad.
15. Show, in detail, the purification of the blood of fishes.
16. Describe, in full, the circulation in the fish.
17. What is meant by invertebrate?
18. Give the names of the classes of the Articulata, with their characteristics.
19. Describe the liver of insects.
20. Show the appropriateness of the name, *insect*.
21. What is the application of the terms, *mandibulate*; *haustelate*; *palpi*?
22. Mention the names of the stages of being in the metamorphosis of insects.
23. Mention two different insects that have social grades in their communities; give the names of these grades.
24. Write the name and explain the origin of that substance much used in making ink.
25. Describe the swarming of bees.

26. What relation exists between the Aphides and the Ants?
27. Describe the breathing of the mosquito in its larva state?
28. How do Terricola crawl?
29. Describe the Dorsi-branchiata.
30. Classify the Mollusks.
31. What is the difference in composition between the shell of a Mollusk and the bones of a Vertebrate?
32. Where is mother-of-pearl obtained?
33. Describe the Limpet's tongue.
34. Describe the gills of the Glaucus.
35. How does the Sea Egg walk?
36. To what is phosphorescence in the sea chiefly due?
37. How are Hydras produced?
38. How does the skeleton of the Polype differ from that of all other animals?
39. What is the proper place of the Sponges?
40. What do you say of the four great plans of animal organization, and of the gradations of structure extending through the animal kingdom?

—E. F. Carr.

Troy High School, Troy, N. Y., Feb., 1874.

By the courtesy of the editor of THE TEACHER I have been permitted to read the above article in advance of its publication. The positions taken by its author are so evidently meritorious that they need no endorsement of mine. I embrace this opportunity to state, however, that it was not my intention to leave the impression that the text-book was, or should be, utterly discarded. My words without the "regular intervention of a text-book," were advisedly chosen as representing the actual fact. In regard to a single question and answer in the quoted conversation, I have been accused of drawing upon my imagination. Teachers know how difficult it is to reproduce a conversation which occurred in a recitation four or five months previously; and possibly the query may have been reproduced from some similar conversation which I had occasion to assist in carrying on in the Indiana State Institutes last summer. If so, I can only cry *peccavi*, as I intended to confine myself strictly to "my first class."

The types made me say "live" birds, instead of "fresh" ones. Truth to say I did *not* have an aviary in the school-room, though if such a thing were practicable I doubt not it could be made exceedingly useful.

No doubt I should *peak* the sentiments of most teachers who have been trying to instruct in the rudiments at least of Zoology, if I should venture to suggest that the text-books in this department are so inadequate to accomplish the work for which they should have been designed, as to induce many to take the risk of scattering, *a la* shot gun, *judiciously loaded*, for fear of accomplishing nothing instead of even the little.

—O. S. Westcott.

Chicago High School, March 11th, 1874.

We are frequently laughed at for the degree of originality which we affect but do not possess. We are boldly accused of using other people's ideas as our own and not giving credit therefor. In answer, we say that we claim no originality. Our highest ambition is, to be an educational sponge—to take in and reproduce the best ideas of our friends and correspondents. It is not to our taste to disfigure our pages with inverted commas.

VOCAL MUSIC.

STEPS IN THE GRADES.—Continued.

EIGHTH GRADE.

FIRST STEP—INTERVALS OF GRADE.

- (a) *Viva voce* practice of the THIRDS, *Do, Mi, Re, Fa, Mi, Sol*, and the inversions of the same.
- (b) Write the scale on the staff, and require the class to sing the THIRDS, at your dictation.

SECOND STEP—INTERVALS AND TONES OF GRADE.

- (a) Represent the tones of the grade on the staff in the following manner, *e. g.*:



- (b) Require the pupils to *read, individually*, by syllable, the notes that represent these tones, in all possible ways, that they may be able to give the *name of each note* without hesitation.
- (c) Require the class to *sing*, in chorus, in the same manner.

THIRD STEP—MEASURE.

- (a) Beating time. (b) Simple exercises in THIRDS, from *Do* to *Sol*. (c) Quarter rests. (d) Exercises, using the half and quarter notes, and quarter rest, from 1 to 8. (e) Theory of grade.

SEVENTH GRADE.

FIRST STEP—INTERVALS OF GRADE.

- (a) *Viva voce* practice of the THIRDS, *Fa, La, Sol, Si, La, Do*, and *Si, Re*, with their inversions.
- (b) Write the scale on the staff, and practice all the THIRDS in chorus.

SECOND STEP—TONES AND INTERVALS OF THE GRADE.

- (a) Represent the tones of the grade in the following manner, *e. g.*:



- (b) Require the pupils to *read, individually*, by syllable, the notes that represent these tones, in all possible ways, that they may be able to give the *name of each note* without hesitation.
- (c) Require the class to *sing*, in chorus, in the same manner.
- (d) Make the pupils familiar with the THIRDS, both in the *reading and singing* exercises.

THIRD STEP—MEASURE.

- (a) Triple measure, illustrated by beating time and singing (*viva voce*).
- (b) The same represented on the staff.
- (c) The dot. (d) Dotted half note. (e) Simple exercises, using the dotted half and quarter notes.
- (f) Exercises, using the half, dotted half and quarter notes, and the quarter rests.
- (g) Exercises in triple measure, embracing all SECONDS and also THIRDS to *Sol*. (h) Exercises embracing all the intervals of grade. (i) Review, double measure.
- (j) Theory of grade.

—E. E. Whittemore.

MEN OR WOMEN?

TO THE EDITOR OF THE CHICAGO TEACHER.

Again I claim your indulgence. If ever you get tired of my rap at your door, remember that "you began it," and "throw up the sponge." Tell it not in Gath, but I created that schoolmaster for the occasion, and he has proved an elephant on my hands, as any other of his profession would have done. My ingenuity has been taxed to the utmost regarding him, until, at last, I've concluded to bury him by making him the hero of "my novel." If those sacrilegious fellows who feel themselves aggrieved through his rejections manage to resurrect him, I shall certainly be at my wit's end; a man that won't stay dead isn't worth having. Name this article what you please—the old title is quite threadbare—it seems "the irrepressible conflict."

With renewed thanks for your journalistic courtesy,

Very truly yours,

Incarnate Negation.

In view of the fact that the editor of *THE TEACHER* has virtually confessed his inability to carry this discussion farther, in that he has allowed, perhaps invited, reinforcements, it might seem the part of a generous foe to withdraw from the field and give him time to recuperate his exhausted energies, with the understanding that when he shall be thoroughly able to meet us again we will renew the conflict; but justice to ourselves and to the cause we advocate compels us to refuse all overtures and everything savoring of armistice, so, while we shall endeavor to talk to him relative to those portions of his last paper which call for our notice, we will, with his permission, bestow a little of our favor upon his coadjutor, albeit such a summary transfer of correspondence is something to which we are unused.

Meanwhile, however, let us put a few pertinent questions to both: If thoroughly convinced that women as principals of public schools would prove a total failure, why not let the problem solve itself? If you know, as you seem to claim, that both by nature and education they are unfit to cope with you in these departments of toil, why trouble yourselves about the matter at all?

Will not an unsound wall fall through its own weakness? Is it because you are wiser and keener of judgment than those who employ these women and sustain them by their patronage that you are enabled to tell them they have made a mistake, and humanity will suffer in consequence?

Are you not going beyond the limit of prudence when you assert that they cannot succeed in a field almost untried by them; and does the public want any surer proof of the success of those who are trying than your agitation over the dread that they will not fail?

Suggestive perturbation! But, gentlemen, your struggles are unavailing.

They only ask a trial; you would deny it to them. When all the world is ripening to the recognition of woman's equality with man, you, with the dust of past ages upon your garments, gather yourselves up for a desperate blow at the inevitable. But the age is iconoclastic; and the god so long worshipped by your class is being hurled down. It is this unwelcome acknowledgment of a great truth that has occasioned your disturbance—this embodiment of a deep, underlying principle that has led you to array yourself as a bulwark against progress.

Our aim at the outset was not to convert the editor of *THE TEACHER* to our views, but to make a few statements which should put some of the people, who know next to nothing of the inner workings of these things, upon the right track, and the fact that the last *TEACHER* is mainly given over to the discussion of this question shows that our attempt has not been altogether futile. We did not suppose our opponent would ever come to our way of thinking. Women are in the way of

his sex-monopoly policy; they have been ungenerous enough to aspire to positions commanding higher salaries than those they have been used to occupy, and, as we stated some time since, there is a class of men who never did, and never will, admit woman's claim to advancement. But with all his opposition to this innovation, we must do our opponent the justice of saying that in this discussion he has betrayed no personal feeling—has dealt with the question abstractly, as something apart from himself. Not so with *Blue Beard*. One would infer from his recent effusion that every weak spot in his armor had been discovered; that an attack had been made upon him individually.

See with what venom he launches forth! He has evidently at some time studied theology, having even reached the point of writing sermons. Surely nothing else could account for the hydra-headed character of his article. With what precision he follows up his analytical process, even to *seventhly*. A mathematical mind beyond a doubt, but none, save him who had meditated entering the ministry, perhaps actually done it, could have attained to such perfection.

In the main, we have met his objections before; so, in refutation of much that he has advanced, we respectfully suggest to him a careful perusal of our three previous articles.

In answer to his charge that the first five propositions he quotes are unsustained by argument, we can only say that it seems scarcely necessary to tell the male principal of a public school, or one who has ever held that position, that axioms are not supposed to require such support. Should he wish an illustration of the fourth, it is clear to us that he will find no difficulty in obtaining such. We have been not a little amused in reading his attack upon us. We say *us*, because it seems to be of a personal nature rather than a contradiction of our statements. We think he has caught a little of our egotism. He says, practically and unequivocally, to the editor of *THE TEACHER*: Stand aside! You may be a very good fellow, but you can't manage this thing. The sex is obstinate at best, but let me enter the arena to assist you, and, palsied be my arm, if I do not crush this monstrosity under the guise of woman who has dared to affirm that women have brain and power.

We hope this excessive strain will not unfit him for active service, thus laying open another principalship for some aspiring woman.

Though it is in part a re-assertion, we want to call the gentleman's attention to the fact, that neither vast scholastic acquirements nor physical strength are absolutely requisite to control a large graded school under the prevailing system. Even rare executive ability is not indispensable in the general management of institutions having no individuality, but being simply the mechanical exponents of a system.

Take, for instance, our own schools—and this leads us to say that, judging from the expressions of our Principals, they have made a home application of our remarks which were intended to be general, since we believe Common School Principals throughout the country to be modeled after the same general pattern. Take our own schools! Not an independent action from one year's end to another. A teacher must not only teach, but think and govern himself, according to a grade-book and a set of rules. The consequence is, that, trammelled on every side, he becomes a mere machine,—performs his work automatically, and, at stated periods, turns out through a set of molds a certain number of living specimens called scholars, who, though born with a distinctive individuality, have been subjected to the same pressure, hence ex-

hibit a painful uniformity of dullness. What can be more destructive to a man? What wonder that, starting out with an active brain and quick intelligence, he finds himself in an incredibly short space of time ossifying, so to speak! For two reasons we hold that teaching in the higher grades of schools is not productive of the same evil results. There is far less of this restraint upon a teacher's method, and, again, he is dealing with maturer minds, finding companionship at the same time that he is imparting instruction.

Probably one reason why the effect is less deleterious upon women is, that their natural antipathy to obedience leads them to indulge in a larger power than is actually granted by the system. But what we wanted to bring out here is the fact that one's success as a Principal depends not so much upon education, physique, and ability to teach well, as upon tact, skill, diplomacy. The reason why some patrons take the view of the case that *Blue Beard* says they do, lies, doubtless, in a defective mental organization, by means of which they obstinately refuse to accept a new truth, and rank themselves with such men as he and his colleague in their opposition to the "woman movement."

It is not, of course, necessary for us to say that by another indulgence in his peculiar logic, the editor of *THE TEACHER* has placed upon our admission a construction we did not intend it to convey, and to which we by no means assent. On the contrary, to both our opponents we would say that, since they advanced the assertion, they must first present the proofs to their claim that there is sex in teaching, before asking us to prove a negative.

When the editor of *THE TEACHER* tells us what vast capabilities are possessed by male Principals; capabilities which enable them to do in six months what it would take ordinary mortals with the same groundwork of construction years to perform, the wonder with us is, not so much that one head contains it all, as that with consummate skill they have been able so to hide their light under a bushel that not even their best friends dreamed of its existence.

One piece of information furnished by *Blue Beard* is truly refreshing. We refer to the depreciation of real estate in a certain locality. We have long "hankered" after a corner lot. Now, in our declining years, comes the prospect that we may obtain such at low figures, and on long time, and thus be enabled to retire upon our speculation—a thing we could never hope to do on our salary. We thought that once for all we had opened an old wound when we gave our little, early romance to the public. It is not so. With the morbid curiosity and craving that characterizes children and older persons in certain conditions of mental derangement, our voluble *Blue Beard* asks for "more." We must request our inquisitive friend to excuse us, since we respectfully, but most emphatically, decline entering into further particulars at present.

Our occupation not being specially lucrative,—as he can easily see, we were educated a very long time ago, when the outcry against woman's education was very loud, when such men as he were bitter in their denunciation and persecution of those who bravely said, "the world *does* move," we have found it necessary to make a desperate struggle toward our own support; our prospect of ever being supported being more slender even than our purse. So we have occupied our spare time in writing a short account of that thrilling event. A far-seeing publisher, aware that there is a certain class of people ever ready to devour this kind of food, has purchased the copyright, thus debarring us the privilege of showing him the advance sheets on the ground of strong personal friendship. We trust

this may soothe him, more especially as we promise to send him a copy of the first edition inscribed with the author's compliments.

Why those women married those men is as much of a mystery to us as it can possibly be to anybody else.

This ends our answer to *Blue Beard's* brief note.

We have looked over our legitimate opponent's paper, and find nothing more demanding our attention, so we leave it. True, he drifts into the rank and dignity of teaching, but that it is not our purpose to discuss, therefore we have nothing to say about it. It was our intention from the beginning to be drawn into no side issues, and we have adhered to that intention as far as possible.

As regards "D," who gives us a gentlemanly thrust, we have only to say that one learns a great many things by coming west. He learns that shoddy and show count for more than brain and goodness; but he also learns that he who has before shrouded himself with a filmy reverence because he teaches school, will find some rude hand ready to tear it aside, and prove to him that he is worth only what he will bring in the market.

Here, he may look about him;—there, surrounded by the ghosts of old ideas, he stood upon a slippery eminence, none the less so that it was purely imaginary—and never felt quite secure, very much in the condition of the Yankee in England, who "didn't dare turn around for fear of falling off."

If there are any more male Principals who would like to correspond with us, publicly, we shall be happy to hear from them, and we venture the assertion, that the editor of *THE TEACHER* will tender them the same privilege he has so generously and courteously granted us.

—*Incarnate Negation.*

WOMEN OR MEN?

The wholesale denunciation of male principals by *Incarnate Negation*, and by her, or by another whose style bears a striking resemblance to hers, in the daily papers, and her claim that the work of a Principal could be as well or better done by women, have led us to look for some proof, since she gives none, of these assertions. As a work which might throw some light upon the subject, we have examined the last (the Nineteenth) Annual Report of the Board of Education of the City of Chicago, with the following results in regard to the scholarship of pupils, and the tardiness of teachers:

I. The averages of five examinations of pupils are given in this volume, viz:

1. The "Vienna Exposition Papers."

The averages given here are of those papers only which remained after a part (one-third, we believe) were sent to Vienna. And as some principals selected papers on the basis of accuracy of answers, while others based their selection on the appearance of the papers, we think a comparison here might not be just, and therefore have not made it.

2. The examinations in Drawing.

3. The examinations of 7th, 8th, 9th, and 10th grades, in Writing.

These were examinations in but one branch each, and in studies in which the marks were, necessarily, more or less arbitrary; we therefore rejected them.

4. The Spring Examination of the 5th grade in Reading and Mental Arithmetic.

This is open to the objection that some of the classes examined had completed the grade, while others had not. It was

also a partial examination—two studies only. We, therefore, have not compared the results.

We are particular in giving our reasons for not examining these averages, because we do not wish to be accused of selecting those facts favorable to our views, and rejecting others. Whether the above named averages would militate for or against us, we do not know.

5. The Annual High School Examination. Since but one class examined (except the Lawndale class of two), was sent by a lady principal, remarks here would seem to be a personal attack upon that lady; we, therefore, pass it.

Finding no comprehensive examination on which to base a comparison of the work of men and women principals, we turn to the "promotions," which, of course, give the results of all examinations in the several schools, for the year, as far as the number promoted is concerned; and as the averages to "pass grade" are uniform throughout the city, we may compare these numbers without varying much from the truth, although the standard of scholarship is not precisely the same in the different schools.

We have compared the number of promotions of the grades from the 5th to the 10th, inclusive, since the primary schools contained these grades, and these only, last year.

Per cent. of promotions upon average daily attendance :

Men Principals, - - - - -	93
Lady Principals, - - - - -	85

Difference in favor of Men Principals, per cent., 8

There is another view of the matter, however, by which it is presented in a stronger light. The primary schools, last year and formerly, promoted their 5th grade to the district schools. The 5th grade, therefore, corresponded in position and in importance to the first grade of the district schools, and should exhibit a close resemblance to the 1st grade in the matter of promotions. Let us see if it does.

Per cent. of promotions from 1st grade, on average daily attendance, in schools having Men Principals, - - - - - 87

Per cent. of promotions from 5th grade, on average daily attendance, in schools having Lady Principals, - - - - - 60

Difference in favor of Men, per cent., 27

It may be objected that this is unfair; that the 5th grades of one should be compared with the 5th grades of the other. Very well.

Per cent. of promotion from 5th grade, on average daily attendance, in schools having Men Principals, - - - - - 81

In others, as shown before, - - - - - 60

Difference in favor of Men, per cent., 21

So much for scholarship as shown by promotions. But a child's education consists not wholly in scholarship. The development of his character under masculine influence, will not now be discussed. Suffice it to say here, that the want of *more* masculine influence in our public schools is felt by many parents, who, acknowledging the admirable nature of the instruction given in the branches taught, remove their boys to schools in which they can be more directly under a man's influence, though the instruction there is confessedly inferior. We think the School Boards of Boston and of Cincinnati also recognize this want, and strive to meet it by placing three men where we have but one.

It may be said in explanation of these facts of promotion,

that there are better teachers in those schools whose principals are men than in those whose principals are ladies. We are inclined to think this is true, since the greater part of the teaching is done, of course, by the assistant teachers. But it is well known that the best teachers are not *assigned* to the men principals. The new, untried teachers are sent indiscriminately as vacancies occur. If, then, the man principal possesses better assistants than the woman principal, that very fact is an overwhelming argument for his superiority; for this training of teachers is, or should be, a large and important part of the principal's work.

The superiority of masculine supervision is clearly shown by the results of the Boston experiment with primary schools: results worth volumes of theory, and, to all but prejudiced minds, perfectly conclusive. The Boston School Board, dissatisfied with the work in their primary schools, the principals of which are ladies, extended the jurisdiction of the male principals of the grammar schools over the primary schools. The result was an immediate and marked increase in the efficiency of the primary schools, which is attributed by the Superintendent directly to the masculine supervision.

II. The tardiness of teachers is deemed a matter of sufficient importance to occupy a page of the Superintendent's Report. I quote two sentences from it (p. 89), "The table (p. 88) shows that in three grammar (now called district) schools the tardiness was equal to, and that in seven grammar and nine primary schools it exceeded, the tardiness of pupils. This excessive tardiness occurred in nine of the twenty-one schools having male principals, and in ten of the sixteen schools having female principals." We would add that the four schools having the largest per cent. of tardiness of teachers (3.3 per cent., 3.3 per cent., 2.9 per cent., 2.5 per cent.), have lady principals, and that of the next four (each 1.9 per cent.) two have lady principals and two men principals. Also, that the two last described (having men) are located in the "burnt district," in which it was very difficult last year to obtain board, and teachers were consequently obliged to travel great distances.

This article is not written with any disposition to decry the lady principals. But when we men are assailed in the columns of the monthly and daily journals,—assailed simply and only because we are men, denounced as "lazy, cowardly, incompetent," etc., because we do not abandon our chosen profession to women, simply and only because they are *women*,—we certainly owe it to ourselves and to our calling to answer for ourselves. For, be it observed, the crusade is directed, not against *inefficient* teachers, regardless of sex, nor against inefficient men teachers, but against *men teachers*. According to I. N., no male should be allowed to teach; and, to support this Amazonian proposition, she undertakes to show that "the work can be better done by women." To which we answer: That the work of instruction was not as well done in Chicago last year under the direction of lady principals as it was done under the direction of men principals, we claim the last Report of the Board fully proves. The causes of this we will attempt to show in a future article.

—Blue Beard.

MORAL EDUCATION IN PUBLIC SCHOOLS.

In every one of our schools may be found some pupils who come from homes where they have been well trained. They come to us with high moral sentiments and a disposition to do the right. To encourage and help such to maintain their in-

tegrity is one of our first duties, and on our success in this will largely depend the moral tone and sentiment of our schools. The majority of pupils are sadly wanting in moral sense, to say nothing of real moral stamina. Only they who have carefully tried to sustain a pupil in a right purpose, know how difficult and critical an undertaking this is. It is no small matter for the very few who have a moral back-bone to stand straight up and pursue a straight-forward course of honest work and fair conduct, conscious that they are known by the morally weak majority as peculiar in this. But be assured that these must stand firmly, if you would create a right sentiment and secure real integrity in those who are deficient; otherwise the majority will prevail, and you will see a sad departure from devotion to the good and the true, on the part of the once noble few. These come in contact with their fellows either certainly to conquer a moral victory in them or gradually to yield up their own power and integrity in becoming like them. A pupil may be bright and even mischievous, and yet have an honest purpose and character, and great care is needed in the discipline of such pupils not to give them any reason for becoming dishonest. It should be remembered that the fashion is to be sharp, to gain one's ends by every means and by any means to avoid failure. To use another's capital successfully is commended. One only need take care that there be no detection of wrong, or no failure, and all will go well.

Pupils learn all this from what they know of society and of business; in the school let them learn to count honesty of far greater value than scholarship or any other attainment secured without honesty. Many a pupil who would scorn to seek or receive unfair assistance or to do a mean act himself, first compromises his integrity by generously affording improper aid to some lazy and dishonest, but appreciative school-mate, or dextrously shielding him in some wrong action.

Do not think, then, that too much importance can be attached to this matter of helping honesty to remain honest.

But not only must the character of the pupils and their personal influence be anxiously and constantly considered; the teacher must jealously maintain her own integrity, and carefully guard all her ways from the very appearance of evil.

The old theory, that the teacher must seem to know everything, is pretty generally exploded, and yet some teachers practically hold fast to it. It takes a little moral courage to say, "I don't know," but this is sometimes necessary. Sooner or later pupils are very sure to discover if wisdom be pretentious, and then in vain may the teacher hope to inspire confidence. When really ignorant do not pretend to know, but promise to try to obtain the information required, and then do it if possible. Sometimes you may err in a matter of information or even of discipline. Do not delay to frankly make the proper correction and show your pupils the more excellent way. Thus their confidence in your real intelligence will be grandly supplemented and sustained by a confidence in your character, a personal trust in you. The daily life of the teacher impresses those among whom it is lived far more than we are wont to believe. Let no teacher flatter herself, however dull her pupils, that her words, acts and even looks are not carefully observed. Let her know assuredly that she is watched by her pupils, and let her glory in this, and constantly be worthy of it. In vain may we look for honest pupils in a room whose teacher may insist never so strongly on the importance of honesty, give most interesting and impressive instruction in morals, and yet fail to show them an honest life in herself. Any attempt to shirk her work or responsibility,

either by neglect or by accepting improper aid from her pupils; any transacting of private business or sending pupils on private errands in school hours; squandering time; appearing before a class poorly prepared; careless work with a class; using improper helps; trying to assist pupils in examination by any means; doing work, reading books, writing notes, or making visits not appropriate to school hours; and so managing as to escape the observation of the Principal: any and all of these and such like acts will inevitably rob a teacher of her moral power, and cultivate a shrewd lack of integrity among her pupils. Let such a teacher, as well as the one that is faithful and conscientious, know that "whatsoever a man soweth, that shall he also reap." When we have done our best, some pupils, perhaps many, will still be dishonest, so we can not afford to do less than our best.

The personal influence of a patiently persistent, upright and pure life in the teacher, is incalculable in its certain good results, and when this is supplemented by the personal influence of a very few upright pupils, the good is greatly increased.

—C. G. Stowell.

NOTES.

PRINCIPALS' ASSOCIATION.

The Seventh Regular Meeting of the Chicago Principals' Association was held March 7th, at the usual time and place.

The Superintendent stated that the recommendation of the Principals in reference to changing the readers in grades below the Third, had been adopted by the Board of Education. The change, however, was to be made gradually, and while pupils should do some work in the new readers of the grade, classes nearly ready for promotion should not be kept back because of the changes inaugurated by the new scheme. In using the first reader in Tenth Grade, three objects should be aimed at: Pupils should find words already learned, through the book; they should learn the meaning of new words; and they should be taught the possibilities of sentences as affected by the expression. It was suggested that the condition of reading in our schools, as compared with that of our neighbors, would warrant such attention on the part of Principals and teachers as was recommended.

In order to correct certain misapprehensions that seemed to have attained circulation, the Superintendent stated that Fifth Grade "oral" had not been abolished. That part of it relating to animals had been made more definite by confining the work done to a review of the animals studied in previous grades. In the same connection he took occasion to deny that he had advised or directed that windows should be kept closed under all circumstances.

The Assistant Superintendent referred to discrepancies between returns in Monthly Reports and Salary Sheets, as to the "time" of teachers, and intimated that there were sometimes other discrepancies. The lower grade slates were often improperly ruled. Mistakes had occurred in Third Grade writing, the book No. 9 being used in the wrong place. Upon motion of Mr. Lewis, the obnoxious book was thrown out of the grade, and it was determined to write the book No. 12 through twice.

In answer to a question by Mr. Stowell, the Superintendent stated that the rule which decided the amount of tardiness that constituted an absence for any session in the case of a pupil, should also govern in the case of a teacher.

Mr. Hanford, of the Committee to which was referred the proposed change in arithmetic, reported that the Committee was unanimously in favor of completing common fractions in Fourth Grade. Mr. Baker moved that the report of the Committee be so amended as to include long division in Fifth Grade, and common and decimal fractions in Fourth Grade. After some discussion, which developed considerable disagreement among principals, a motion by Mr. Bright to postpone farther consideration till the end of the year was carried.

The discussion of the question of Moral Instruction in the